

# PROMOTING STUDENT VOICES VIA FEEDBACK IN COURSES

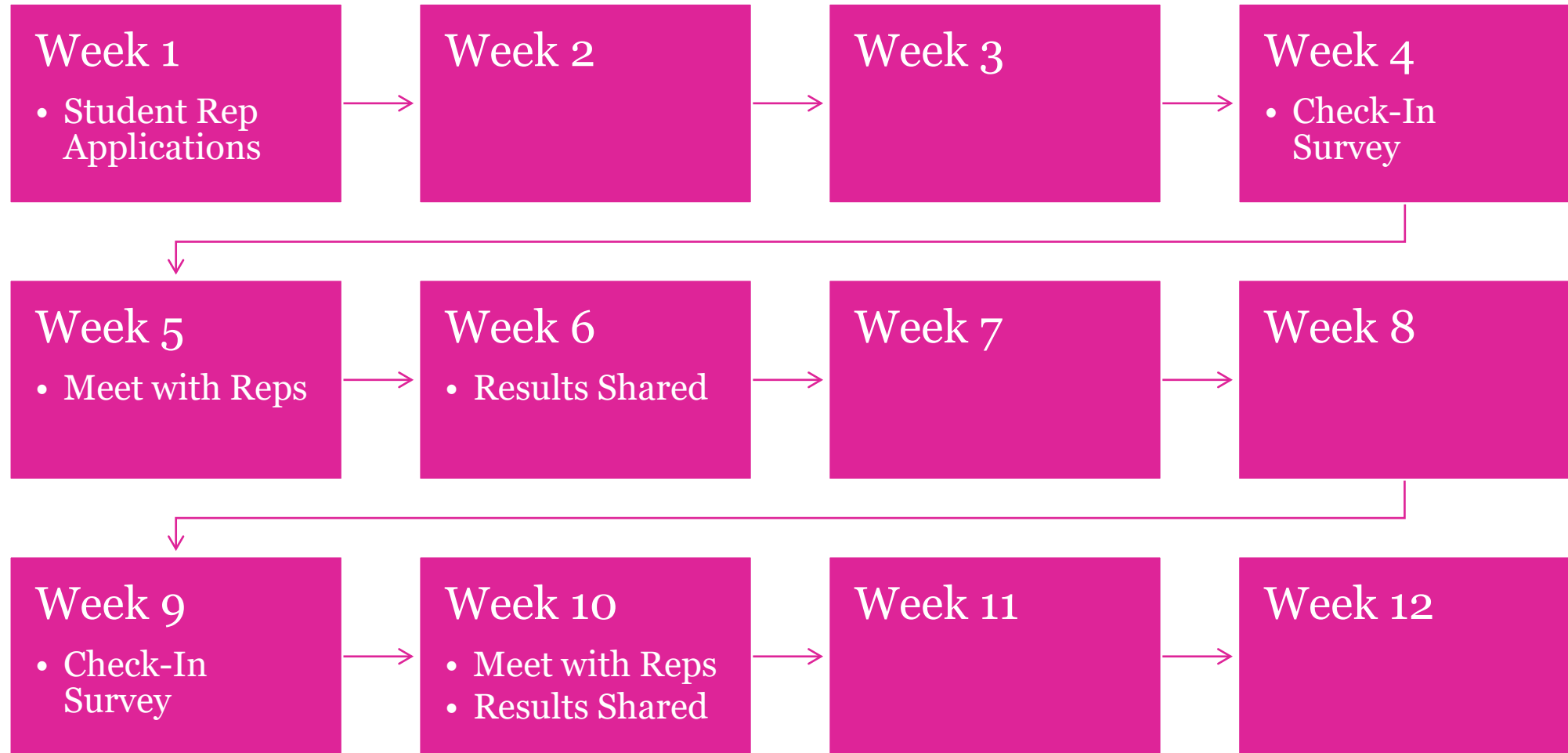
1/30/2024

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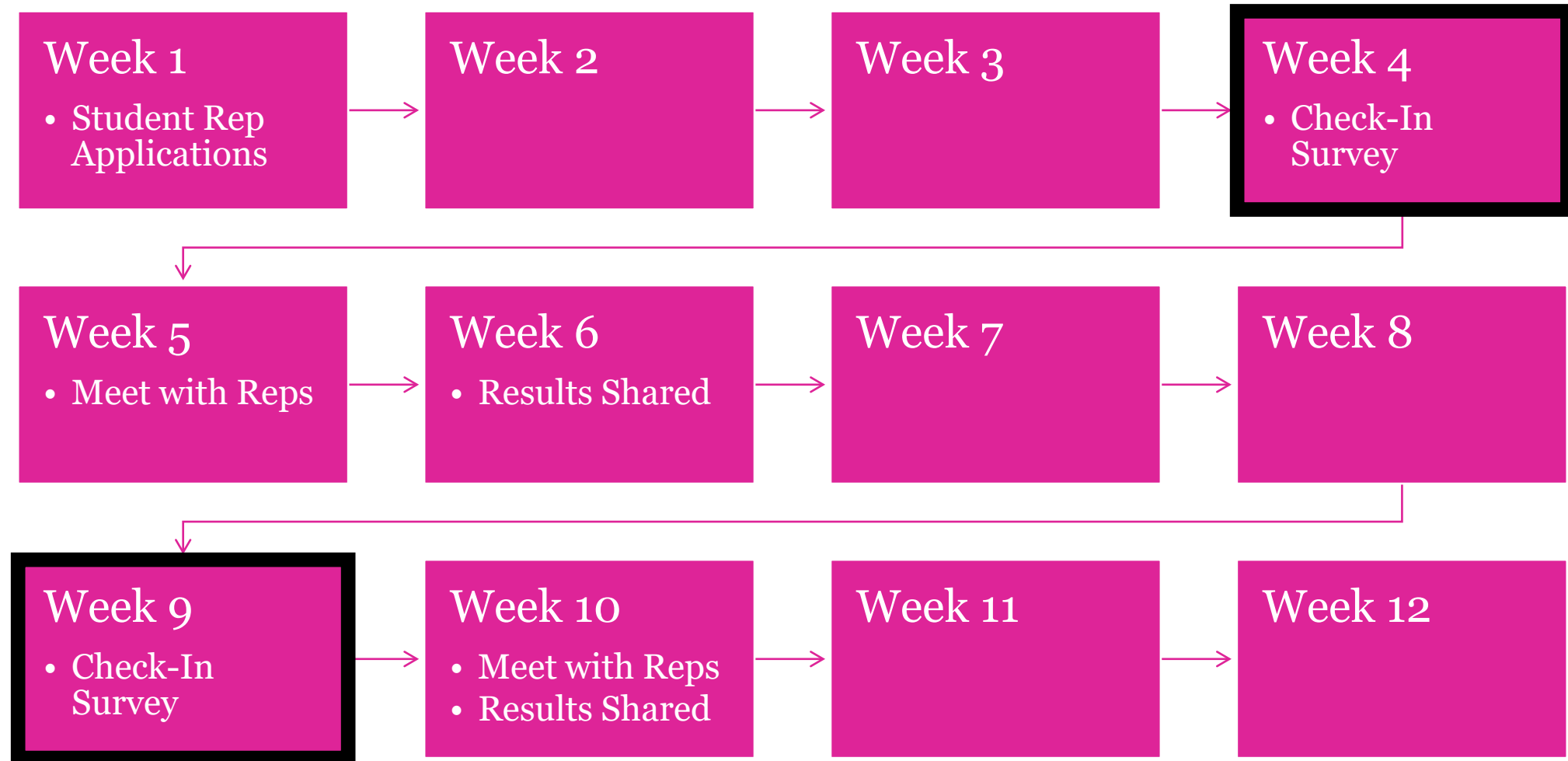
# General Idea

- Ask students for anonymous feedback about all aspects of the course *while it was happening*.
  - Course structure, assessments, teaching, material, etc.
  - Tailored when teaching in a team.
- Receive student feedback about the anonymous feedback to further contextualize and better understand it.
  - Hello “Student Reps”!
- Act on the feedback during the term by implementing tangible and *realistic* changes.
- Credit: Nathaniel Stevens (UW) and Samantha-Jo Caetano (UofT)

# Process



# The Beginning



# Week 4 Check-In Survey (via Learn)

## First Version

- Written Response Questions
  - What should we stop doing?
  - What should we start doing?
  - What should we continue doing?

## Recent Version

- Agree/Disagree Statements (5-pt Likert)
  - I can clearly see the board/screen.
  - I can clearly hear Professor Ugenti.
  - The pace of the lectures is appropriate.
- Written Response Questions
  - What in the class so far has helped your learning the most?
  - What in the class so far has hindered your learning?
  - What suggestions do you have to improve the course?
- Likert Scale Question (5-pt)
  - On a scale of 1-5, with 1 being Not Very Good and 5 being Very Good, how is the course going for you?

# Week 9 Check-In Survey (via Learn)

## First Version

- Written Response Questions
  - What should we stop doing?
  - What should we start doing?
  - What should we continue doing?

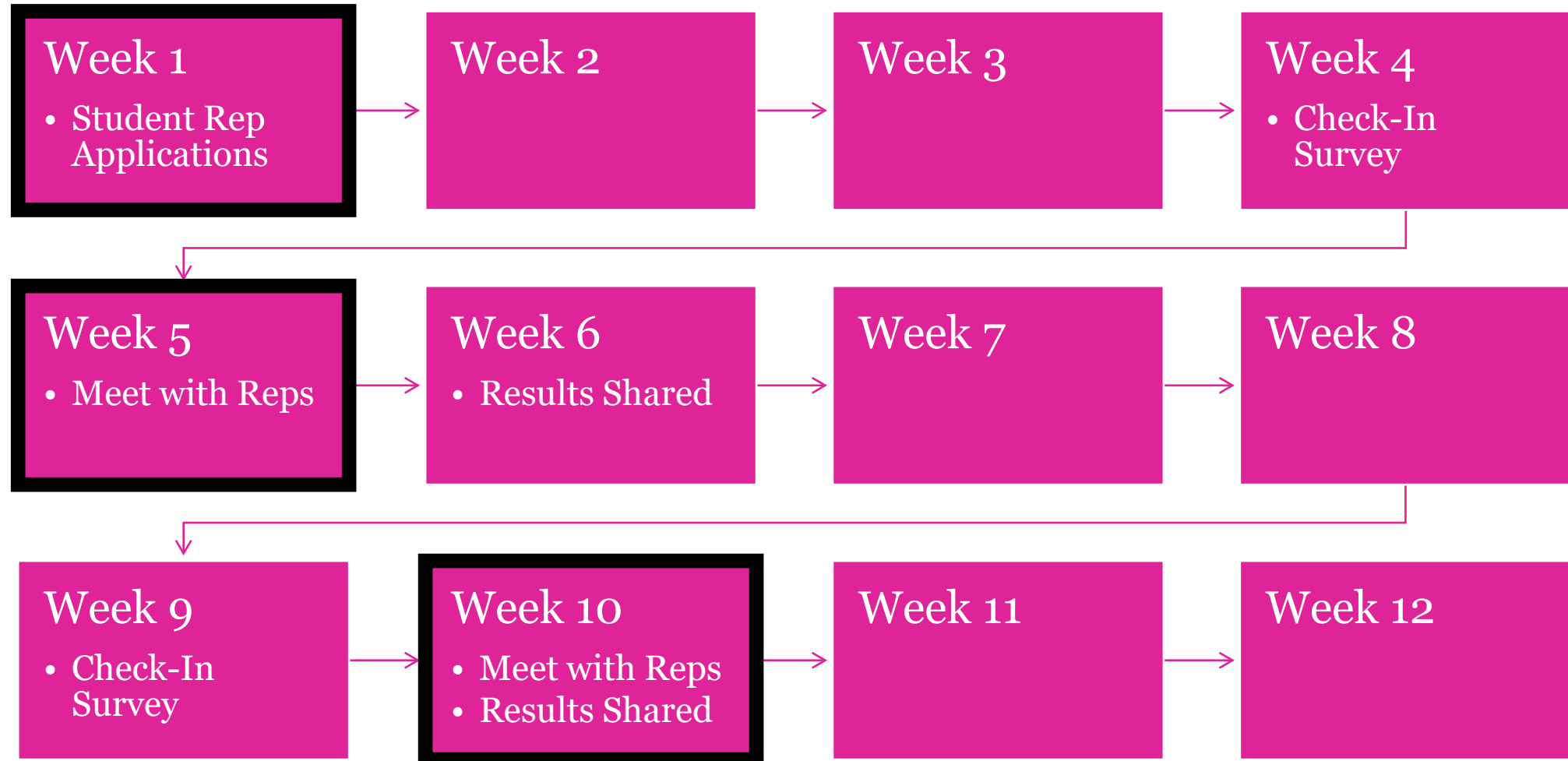
## Recent Version

- ~~Agree/Disagree Statements (5-pt Likert)~~
  - ~~I can clearly see the board/screen.~~
  - ~~I can clearly hear Professor Ugenti.~~
  - ~~The pace of the lectures is appropriate.~~
- Written Response Questions
  - What in the class so far has helped your learning the most?
  - What in the class so far has hindered your learning?
  - What suggestions do you have to improve the course?
- Likert Scale Question (5-pt)
  - On a scale of 1-5, with 1 being Not Very Good and 5 being Very Good, how is the course going for you?

# Stats!

	<b>2022</b>		<b>2023</b>					
	FALL		WINTER		SPRING		FALL	
	STAT 230	STAT 332	STAT 202	STAT 202	STAT 332	STAT 372	STAT 202	STAT 202
# of Students	160	10	114	143	147	49	250	124
W4 Survey Attempts	11 (7%)	1 (10%)	32 (28%)	26 (18%)	18 (12%)	9 (18%)	150 (60%)	72 (58%)
W9 Survey Attempts	6 (4%)	0 (0%)	33 (29%)	20 (14%)	4 (3%)	4 (8%)	118 (47%)	49 (40%)

# The Addition





# Student Rep Applications

- Two reps per section.
  - Act as a go-between for students and teaching team.
- Time requirements is ~four hours for entire term.
  - Usually two hours spent for the two (W5, W10) meetings with reps.
- Must be willing to share the following information:
  - Name, UW email address, photo.
  - Shared in Learn announcement & Piazza pinned post.
- Application question:

“Please explain why you would like to be a student rep for the class.”

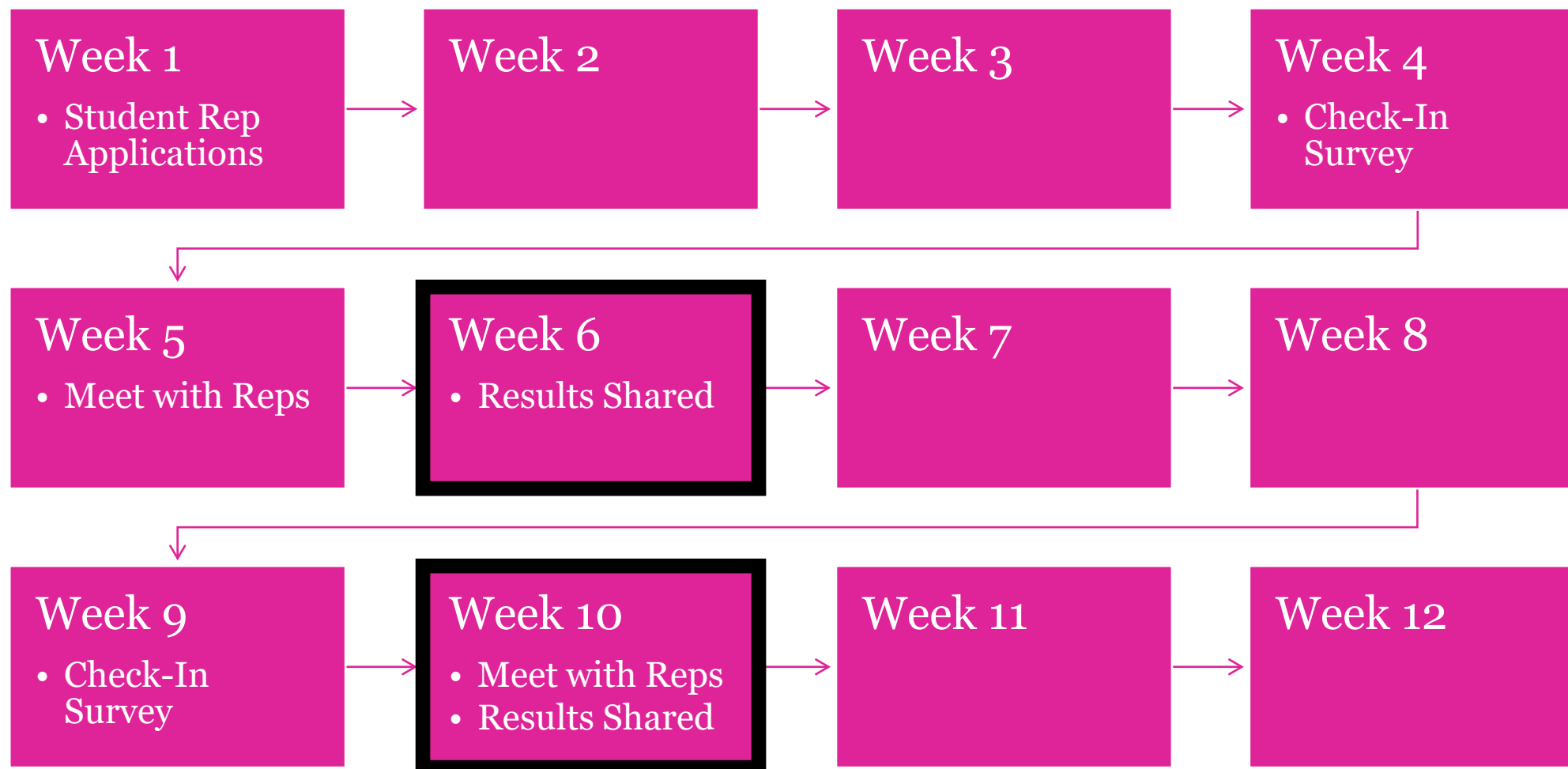
# Meeting with Reps

1. Send doodle poll with *my availability* for the specific week to the student reps one week in advance.
2. Book meeting room (e.g., M3 3001).
3. Send invite and summarized results (when available).
4. At meeting, we:
  - Introduce ourselves.
  - Discuss the results – most time is spent on the suggestions to improve course.
  - Share other comments/ideas that student reps have.
  - Eat snacks 😊

# Stats!

	<b>2022</b>		<b>2023</b>					
	FALL		WINTER		SPRING		FALL	
	STAT 230	STAT 332	STAT 202	STAT 202	STAT 332	STAT 372	STAT 202	STAT 202
# of Students	160	10	114	143	147	49	250	124
Student Rep Applicants	n/a	n/a	5	9	4	1	18	8

# The Sharing



# Survey Results

An announcement is posted on Learn for the “Week # Check-In Survey Results”, containing:

- Summarized results document
- Adjustments to the course (goal: 2-3 each time), e.g.
  - Changing 10-min appt online office hours to drop-in style (STAT 202 W23)
  - Posting recaps for examples not seen in a while (STAT 372)
  - Creating Learn quizzes for more test bank questions (STAT 202 F23)
- My comments based on their feedback, e.g.
  - Location of solutions in course notes/textbook
  - Reading general instructions at the start of an assignment
  - Reminders about office hours with TAs/instructor

STAT 202 Week 4 Check-In Survey Results

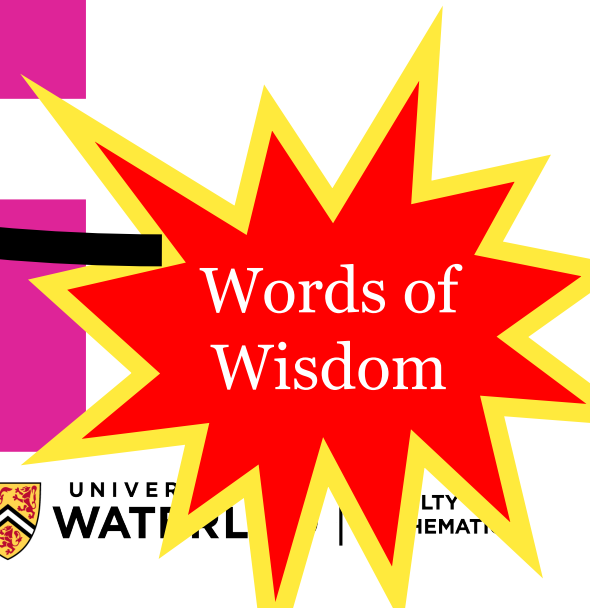
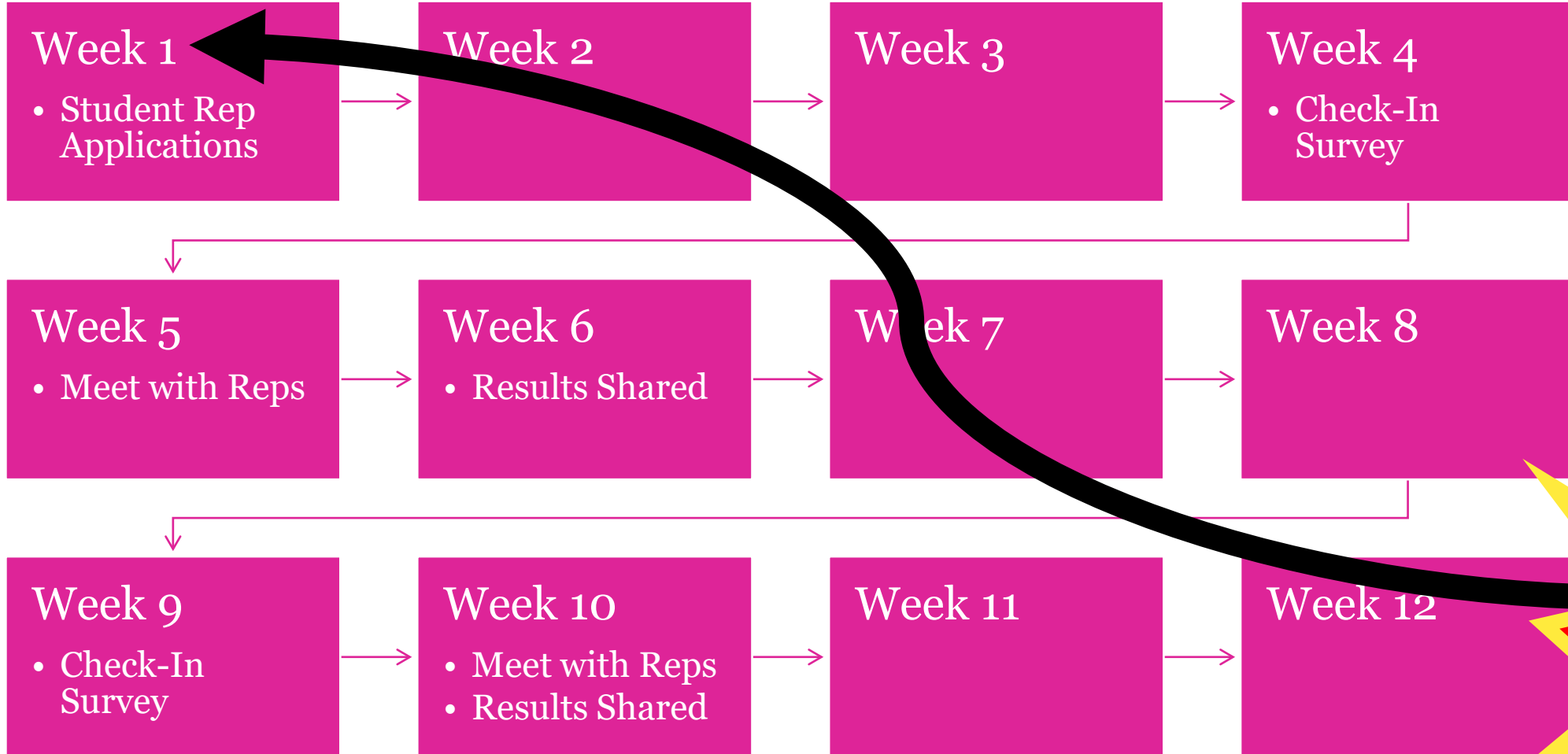
**Section 1: 156 responses**

To what extent do you agree with the statement:

I can clearly see the board/screen.



# One Step Further...



# Words of Wisdom from Previous Students (used in STAT 202 F23)

- **Explore R-studio before going to the learning R tutorial** and ask questions throughout the tutorial.
- It is important to **seek help on concepts you struggle with early** or as soon as noticed as the topics simply kept building on each other.
- I really enjoyed how Prof Uggenti incorporated the class with answering some of the i-Clickers, it was **nice to be able to try the questions on our own and then be able to check** and see if we got the steps and eventual answer.
- The first 3 and a half units are more memory based and less application, but **just because they are easier don't slack off**. Know the theory but focus on the math (for units 4/5-9) and the best practice for the application questions in units (4-9) are the practice quizzes.
- To prepare for assessments, I would strongly advise using the i-Clickers, practice questions in the slides, quizzes and the provided textbook practice questions. I would also **recommend utilizing the provided formula sheet** during your practice as that way you can get used to the provided formulas and include new formulas or personal tips to them in preparation for the actual assessment.



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Hi Professor Ugenti,

Thanks so much for considering my feedback and putting it to the class.

I really appreciate that you take students' feedback/requests seriously and have implemented changes throughout the term as a result.

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**UNSOLICITED STUDENT EMAIL, FALL 2023**

# Takeaways

- I think this *entire* process works best for first- and second-year courses.
  - Student reps really help in large classes!
- For upper year and graduate courses, I continue to use check-in surveys.
  - And, possibly, the words of wisdom...
- These practices are still evolving! I plan to update/refine them every term.
  - If you have any ideas for me, please share 😊

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**FACULTY OF MATHEMATICS**

**What practices do YOU employ in your courses to gather student feedback and/or promote student voices?**